



## Child Development Project

### Proven Results\*

- Alcohol use declined from 48% to 37% of students
- Cigarette use declined from 25% to 17% of students
- Marijuana use declined from 7% to 5% of students compared with 2% increase by comparison school students.
- Prevalence of cigarette use by CDP students declined by 8% compared with a 3% decline by comparison school students.

*\*Among fifth and sixth grade students in school that fully implemented CDP.*



The **Child Development Project (CDP)** is a multifaceted, schoolwide improvement program that helps elementary schools become “caring communities of learners” for their students (5 to 12 years old). CDP significantly reduces children’s early use of alcohol and marijuana and their involvement in violence-related behavior. CDP is designed to strengthen connections among peers and between students of different ages, teachers and students, and home and school, to promote:

- School bonding—students’ commitment to, and engagement in, their school
- Students’ interpersonal skills and commitment to positive values
- Classroom and schoolwide climate of safety, respect, caring, and helpfulness

The program, which involves students in all grade levels, their families, teachers, and school administrators, prepares children to play responsible roles in their classrooms so they can contribute to the wider society. The program has recently been streamlined and strengthened to be more feasible and affordable to implement and more effective at boosting literacy skills.

### INTENDED POPULATION

The original CDP student population varied widely: 2 percent to 95 percent of children were receiving free or reduced-price lunch (a measure of socioeconomic status), and 26 percent to 100 percent were minority group members. NREPP\* reviewed the evaluation of this program for youth in grades 3 to 6. The program can be implemented in any rural, suburban, or urban elementary school.

### HOW IT WORKS

CDP is implemented in two phases. Phase I focuses on building a strong sense of the school and classroom community, while Phase II focuses on building students’ literacy skills and interpersonal skills.

Phase I activities include:

- ***That’s My Buddy*** partners older and younger students for academic activities, promotes cooperative learning and relationship building, and reduces teasing/bullying behavior.
- ***Homeside Activities*** are short conversational activities that students do at home with their parents or caregivers.
- ***At Home in Our Schools*** details noncompetitive activities that involve students, parents, and school staff.
- ***Ways We Want Our Class To Be*** details class meetings that provide a



## OUTCOMES

Although issues of substance abuse are not directly addressed in the CDP program, a comprehensive evaluation of the program shows that when well implemented, it produces significant preventive effects on students' use of alcohol and marijuana, and marginal effects on use of tobacco.

In schools where the program led to widespread change in teaching practices, the following effects were shown:

- Prevalence of alcohol use declined by an average 11% over 4 years in CDP schools, compared with an increase of 2% in matched comparison schools.
- Prevalence of marijuana use by CDP students declined by 2% compared with a 2% increase by comparison school students.
- Prevalence of cigarette use by CDP students declined by 8% compared with a 3% decline by comparison school students.

## CONTACT INFORMATION

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forum for students and teachers to reflect, discuss issues, plan, and make decisions that affect the classroom climate.

Phase I components do not have to be implemented concurrently and may be introduced one at a time. A full school year may be needed to establish the program when the components are implemented concurrently.

Phase II consists of two major modules:

- **SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words):** A stand-alone instructional module in decoding that develops word recognition strategies and skills that enable students to become independent, confident, and fluent readers.
- **Making Meaning: Strategies That Build Comprehension and Character:** A K-6 module that teaches eight pivotal reading comprehension strategies (e.g., retelling, summarizing, inference, synthesis) and integrates academic, ethical, and social development throughout.

## IMPLEMENTATION ESSENTIALS

### Training for Phase I

Introduction to Phase I includes: 1) a 1-day introductory workshop to introduce all four components of Phase I; 2) a 2-day introductory workshop; 3) a 1-day class meeting workshop; and 4) a 2-day class meeting workshop. (The class meeting-specific workshops are offered because this is typically the most challenging component for teachers to implement.) For districts or small groups of schools located in one region, a cost-saving, 3-day training-of-trainers workshop is offered. Followup visits by Developmental Studies Center (DSC) staff developers also are available to provide coaching and consultation.

## PROGRAM DEVELOPER

### Eric Schaps, Ph.D.

Dr. Schaps is founder and president of the Developmental Studies Center in Oakland, CA. Established in 1980, DSC specializes in designing educational programs and evaluating their effects on children's ethical, social, and intellectual development.

\* National Registry of Effective Programs and Practices

*Program detail and citations can be obtained at <http://modelprograms.samhsa.gov>*

**SAMHSA Model Programs**

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